Religious Intolerance

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April 30th, 2019

**Lesson #: 1 Date of Lesson: April 30, 2019**

**Grade/Course: 9-12th Grade Lesson duration: 40 – 60 Minutes**

**Topic of Lesson: Religious Intolerance**

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| **Central Focus:** Religious Intolerance is one's unwillingness to accept another's religion, beliefs, and traditions. This kind of intolerance is caused, in part, by ignorance towards a belief system different than your own, fears, and anxiety of the unknown. In addition, Religious intolerance has been on the rise due to bias rhetoric and hate speech by people on the ground and high in power. Religious intolerance can lead to hate crimes and divisiveness. Therefore, this lesson aims to educate the students on the six major religions of the world in order to create a common ground of facts and understandings, as well as how to identify religious intolerance and how to fix it. The rationale is to create an open discussion about religion and how to put an end to the bias.  |

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| **Essential Question(s):** What is religion? What are the major world religions?What is religious intolerance? (and how is it different from racism)?What are the causes of religious bias?What does religious intolerance look like?How can we work to improve religious intolerance and increase respect for diversity? |

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| **State/Disciplinary Standards:** 9-12 Grade (High School)RH. 6-8.3 Identify key steps in a text’s description of a process related to a history / socialstudiesRH. 6-8.4 Determine the meaning of words and phrases as they are used in text, includingvocabulary specific to domains related to history / social studiesRH. 6-8.7 Integrate visual information with other information in print and digital texts |

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| **Daily Performance Objectives:** 1. Define and Understand Religion
2. Define and understand Religious Intolerance
3. Learn and identify six of the major world Religions
4. Learn vocabulary associated with different Religions
5. Understand to tolerate and teach tolerance towards different Religions.
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| **Prior Knowledge Resources:** Students may bring in prior knowledge from:1. Their own experiences with bias
2. Media/news articles
3. Their own religious knowledge
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| **Academic Language:** [monotheistic](http://www.thefreedictionary.com/monotheism), [polytheistic](http://www.thefreedictionary.com/polytheism) or [nontheistic](http://encyclopedia.thefreedictionary.com/non-theistic).  |

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| **Materials and Preparation:** Laptop or Computer, PowerPoint. Optional: White Board/ Dry Erase Markers, Optional: Rewards.  |

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| **Assessment/Evaluation:*** *Pyramid of Hate activity – this will check that students understand hate crimes and will give them the opportunity to specify what they look like and who they have seen hate crimes committed against.*

* *Checking for understanding after each religion is discussed.*
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**Lesson Progression:**

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| **Duration:** | **The teacher will…** | **The student(s) will…** |
| **5 Minutes** | **I will begin by introducing myself and the lesson. Afterwards, I will ask the students to define religion. I will then ask that they try to identify at least 5 religions.**  | **Define religion to the best of their knowledge, as well as think of as many religions as they can. They should be prepared to share their answers.** |
| **10 Minutes** | **I will ask the students to share things they know, or have heard, in reference to the religions we will be discussing.**  | **Try to identify what they may already know about the religions, share with their group members and class.**  |
| **15 minutes**  | **Will teach about the 6 major world religions by providing “fast facts”.**  | **Learn about the religions more in depth, as well as religious intolerance.**  |
| **3 Minutes**  | **Ask the class to analyze what Religious intolerance is. Discuss how it is different than racism.**  | **Define religious intolerance.**  |
| **5minutes**  | **Introduce the Pyramid of Hate. Ask class to fill in the levels of the pyramid.**  | **Class will provide their own examples for each level.**  |
| **7 minutes**  | **Discuss why religious intolerance manifests by using a video** | **Class will do a KWL chart for the video** |
| **4 minutes**  | **Introduce a slide with multiple dressings associated with the different faiths.**  | **The students will attempt to match the dressing to one of the religions we learned about.**  |
| **4 minutes**  | **Ask the students to think of a few solutions to solve the issue of religious intolerance.**  | **The students will take about 3-4 minutes to come up with at least 3 solutions.**  |

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| **Homework: Teach others what you have learned today. Read the “All Religions Golden Rule” card. Appreciate our diversity!**  |

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| **Notes / Reflection:**  |

Annotated Bibliography

**Nussbaum, Martha C. *The New Religious Intolerance* . The Belkan Press of Harvard University Press, 2012.**

Religious intolerance may seem as though it is on the rise just now, though it has been an issue plaguing the U.S. and rest of the world for years. Within this text, Nussbaum goes into religious intolerance that has been increasing all around the world. She specifically notes a multitude of occasions that have outlined the cause and effect of specific religious intolerances. An example she provides was when the Muslim community in New York wanted to establish a religious center in lower Manhattan created a large debate about Islam and fear. Fear, she says along with anxiety, is the basis for intolerance. I quote her introduction on fear being “more narcissistic than other emotions” to represent a basis to intolerance, something that must be understood and debunked to create solutions geared towards ending intolerance. Although the title of the novel states “The New” in reference towards religious intolerance, she discusses very much in depth, how Religious intolerance was bound to be prominent as a result of fear, anxiety, and lack of knowledge towards those you fear. And her solutions? Have an open discussion about your fears, make friendships with those different than you - genuine ties with someone who does not practice the way you do.

**Riggs, Thomas, editor. *WorldMark: Encyclopedia of Religious Practices* . Vol. 1, Thomson Gale, 2006. Pp. 47-487**

This encyclopedia is one of three editions, each of the editions focuses on a different aspect of religion. This specific Volume breaks down every faith concisely and appropriately. It discusses, not only the six major faiths I will be speaking about, but every other religion and sect known to the World. It discusses the origins of the faith of Islam, Christianity, Judaism, Hinduism Sikhism, Buddhism, and more. In addition to speaking about them, it teaches the reader vocabulary associated with the religions, such as “Abrahamic”, “monotheistic”, “Polytheistic”, etc. This text is especially important in terms of understanding the traditions and practices of different religions, which is essential in order to speak about religion, what is preached, and how that affects religious intolerance. Considering religious intolerance is caused, in majority, by the lack of knowledge of faiths different than what we individually practice. Therefore, this text highlights factual information about the religions to debunk myths and create an understanding of each faith.

**Springs, Jason A. *The Journal of Religion* . 1st ed., vol. 92, The University of Chicago Press, 2012. pp. 1- 30**

This source is a 30-page dissertation taken from an entire journal dedicated to the studies of religious political influence, religious intolerance, etc. The author explores how religious intolerance and conflicts derived from deep religious motives can be solved. More so, he provides examples on how it is possible that the intolerance could actually fuel a better political and social outcome. Within section one of this essay, Springs specifically noted philosophers, politicians, and even actors who were inclined to use intolerance and created divisiveness towards religion. He then goes into how such hate speech and divisive behavior has, and continues, to create. In addition, he addresses the debate of religion and how it is, and has been, woven into our society and political structures for years. Springs begs the question if the “post-secular” society we try to achieve has made religious freedom limited and silences those who try to stand up for it.

**J. H. McKenna, Ph.D. “Mere Belief.” The Huffington Post, TheHuffingtonPost.com, 18 Feb. 2017,** [**www.huffingtonpost.com/entry/mere-belief\_b\_9269058**](http://www.huffingtonpost.com/entry/mere-belief_b_9269058)**.**

This article outlines what it means to have “belief” in faith. It is not specific towards one religion but the Writer, in fact, allows this term and his point to be generalized. He describes religion and belief for its true definition, then how it is practiced and looked at. Repeatedly he makes the point that belief is not knowledge. The point is to assert that no one's belief is the same, whether it be from the same religion or not. The point of the title “Mere Belief” represents the idea that if intolerance can be blamed on lack of knowledge, then it should be less prominent, considering not many grasp the true knowledge of religion.

**Beaumont, Peter. “Religious Intolerance on the Rise Worldwide, Says US Report.” The Guardian, Guardian News and Media, 20 Sept. 2012,** [**www.theguardian.com/world/2012/sep/20/religious-intolerance-on-rise-worldwide**](http://www.theguardian.com/world/2012/sep/20/religious-intolerance-on-rise-worldwide)**.**

This source provides a series of statistics on religious intolerance. Each statistic is broken down per religious group and whether the harassment came from government or social agencies. Among the religious group, the polls found that Muslims were 74% more likely to be targeted by government agencies for their religion than social. The Jewish population was more likely to be harassed socially. The polls are broken down by country and are not secular to just intolerance within the United States.

**Wills, Garry. *Under God: Religion and American Politics*. Simon and Schuster Paperbacks, 2007.**

While this text may seem more radical and secular, I believe it is important to include the connection between religion and politics. To very briefly explain, many politics are led by faith, which not many people know or understand. Though this text speaks about the religious influences we tend to miss in politics. It focuses more of the Christian faith, since every U.S. president has been catholic/Christian, it also dives into their religious influences. More importantly, it speaks about the “why” and the stereotypes which are incredibly important to understand when speaking about religion and religious tolerance.